Grade 5 Unpacked Math Standards – Geometry

5.G.1.1. Students are able to **describe** and **identify** isosceles and equilateral triangles, pyramids, rectangular prisms, and cones.

Webb Level: 2
Bloom: Knowledge

Verbs Defined:
Describe: tell characteristics
Identify: name and select

Key Terms Defined:
Isosceles triangle- a triangle with two equal sides
Equilateral triangle- a triangle with three equal sides
Pyramid- a solid that has a polygon for a base and whose other faces are triangles that share a common vertex
Rectangular prism- a prism with a rectangular base
Cone- a three-dimensional shape in space that has a circular base and one vertex

Teacher Speak:
Students are able to describe (tell charateristics) and identify (name and select) isosceles and equilateral triangles, pyramids, rectangular prisms, and cones.

Student Speak:
I can tell characteristics (describe) and name and select (identify) isosceles triangle (a triangle with two equal sides) .
I can tell characteristics (describe) and name and select (identify) equilateral triangle (a triangle with three equal sides).
I can tell characteristics (describe) and name and select (identify) pyramids (a solid that has a polygon for a base and whose other faces are triangles that share a common vertex).
I can tell characteristics (describe) and name and select (identify) rectangular prisms (a prism with a rectangular base).
I can tell characteristics (describe) and name and select (identify) cones (a three-dimensional shape in space that has a circular base and one vertex).

5.G.1.2. Students are able to identify acute, obtuse, and right angles.

Webb Level: 1
Bloom: Knowledge

Verbs Defined:
Identify- name and select

Key Terms Defined:
Acute Angle- angle whose measure is more than 0 degrees, but less than 90 degrees.
Obtuse Angle- An angle with a measurement greater than 90 degrees and/or less than 180 degrees.
Right Angle- An angle with a measurement of 90 degrees.

Teacher Speak:
Students are able to identify (name and select) an acute, obtuse, and right angle.

Student Speak
I can name and select (identify) an acute angle.
I can name and select (identify) an obtuse angle.
I can name and select (identify) a right angle.

5.G.2.1. Students are able to **determine** lines of symmetry in rectangles, squares, and triangles.

Webb Level: 1
Bloom: Comprehension

Verbs Defined:
Determine- find

Key Terms Defined:
Lines of Symmetry- A line that divides a figure into two halves that are mirror images of each other.
Rectangle- a quadrilateral with four right angles and two pairs of equal parallel sides
Square- a quadrilateral with four right angles, four equal sides and opposite sides that are parallel
Triangles- a polygon with three angles and three sides

Teacher Speak:
Students are able to determine (find) lines of symmetry in rectangles, squares, and triangles.

Student Speak:
I can find a line that divides a figure into two halves that are mirror images of each other (lines of symmetry) in rectangles.
I can find a line that divides a figure into two halves that are mirror images of each other (lines of symmetry) in squares.
I can find a line that divides a figure into two halves that are mirror images of each other (lines of symmetry) in triangles.

5.G.2.2. Students are able to **identify** a turn or flip (rotation or reflection) of a given figure.

Webb Level: 1
Bloom: Knowledge

Verbs Defined:
Identify- recognize and name

Key Terms Defined:
Turn- rotate around a center point
Flip- motion in which every point of a figure moves over a line to create a mirror image

Teacher Speak:
Students are able to identify (recognize) and name a turn or flip.
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Student Speak:
I can recognize (identify) and name a turn.
I can recognize (identify) and name a flip.

5.G.2.3. Students are able to use two-dimensional coordinate grids to find locations and represent points and simple figures.

Webb Level: 2
Bloom: Application

Verbs Defined:

Key Terms Defined:
Two-dimensional coordinate grid a plane containing the horizontal and a vertical axis (x and y)
locations- coordinates on a grid

Teacher Speak:
Students are able to use a two dimensional grid to represent and find locations (coordinates on a grid) and give coordinates of the vertices of simple figures.

Student Speak
When given the coordinates of a point on a grid, I can locate the point.
I can name the coordinates of a point on a grid.
I can identify simple figures on a grid by naming the coordinates of the vertices.